



Quest for Success Course Description

Overview

As part of a comprehensive effort to improve career readiness in Louisiana, the Louisiana Department of Education (LDOE), in partnership with America Achieves, a national non-profit organization, launched the Louisiana Educator Voice Fellowship to develop a new, high school-level, career development course- *Quest for Success*. As part of the Fellowship, educators from across the state drafted the curriculum of *Quest for Success* to help all students to:

- develop essential 21st century workforce skills - the ability to communicate, collaborate, and lead;
- explore new and exciting careers and industry sectors; and
- learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways.

Details

The Louisiana Department of Education (LDOE) in collaboration with parents, educators, business and industry representatives, and staff from community and education organizations are working to raise expectations and improve college and career readiness opportunities for all youth in Louisiana. This has included improving early learning and kindergarten readiness; aligning standards, curriculum, assessments and professional learning; better preparing educators and educational leaders; creating new opportunities for high school students to pursue college and career ready coursework; and supporting Louisiana's struggling schools.

The State of Louisiana is particularly focused on ensuring that all youth have access to high quality coursework and enrichment opportunities that reflect the needs of the economy and promote students' interests in college and career coursework. In 2012, the LDOE launched Jump Start, an innovative Career & Technical Education (CTE) program, to expand career pathway programs that are aligned with the state and regional economies and top industries to better build relationships with and meet the demands of high school students, their families and local employers.

The worlds of academics and career education are intertwined as they never have been before and, while students may have different goals and take different paths to reach these, much of the knowledge, skills, and dispositions for success is similar. The ability to grow professionally and apply knowledge through academic study and career education will help students to develop personal and career goals and take active steps to reach those goals. The State of Louisiana is committed to ensuring that every Louisiana high school student has the academic, career-specific technical, and cross-sector, employability and executive skills for career and life success.

As part of this comprehensive effort to improve career readiness in Louisiana, the LDOE, in partnership with America Achieves, a national non-profit organization, launched the Louisiana Educator Voice Fellowship to engage a carefully selected, dynamic group of leading educators to develop *Quest for Success*. Teachers and students across Louisiana piloted *Quest for Success* in the 2018-19 school year, and now the course has been revised and is ready to be implemented across the state.

Quest for Success

Quest for Success helps to improve academic and career planning as students develop personal and career goals and take steps while in high school to achieve those goals. The course is designed for youth to earn high school credit and garner additional pre-employment supports and services offered through the partnering school district and community. *Quest for Success* is aligned to growth occupations in the state and builds foundational knowledge, skills, and dispositions in several areas, including the following:

- Applied Knowledge (academic, critical thinking, and career related technical skills)
- Relational Skills and Personal Attributes (e.g., interpersonal skills like teamwork, customer service, exercising leadership, respecting differences, resolving conflict and personal qualities like integrity, self-discipline, personal responsibility)
- Executive and Communication Skills (e.g., technology skills, systems thinking, information use, resource management)
- Career Navigation Skills
- Postsecondary Transitions Knowledge and Skills
- Financial Literacy (e.g., personal financial management, planning for postsecondary education)
- Civic Engagement (e.g., personal responsibility, service to the community, leadership, appropriate, ethical use of technology)

This course is particularly focused on improving students' relational, communication, and career navigation skills. Divided into eight units, as depicted in the table below, each unit of the curriculum includes a unit plan, teacher guide, student resources, performance tasks, and instructional rubrics. These tools provide educators with the information necessary to make learning authentic and build a relationship to real world applications, notably the workplace and preparing youth for employer expectations. *Quest for Success* provides youth with opportunities to learn about, practice and apply, and reflect on academic, technical, and cross-sector competencies through a variety of individual assignments and peer learning activities that engage the community and area employers.

Unit	Overview
Unit 1: How I Learn and Lead (Self Awareness)	Unit 1 helps students to develop self-awareness related to their future selves and career aspirations. Students will examine their individual values and strengths as they develop a personal brand. Students will use critical thinking skills to develop a vision board regarding their future and create a student success plan. Students will understand their learning style and develop leadership characteristics. Students will envision how they see themselves and develop a plan showing how they will grow as an individual. Students will complete performance tasks that help them to develop self-awareness, including the development of a personal brand, followed by a vision board describing how students see themselves. The final performance task is to create a student success plan, which defines personal and career goals and outlines steps that they would need to complete in order to persist and exceed their stated goals.
Unit 2: Effective Teams: The Sum is Greater Than the Parts (Collaboration)	Unit 2 helps students to develop skills for healthy, work-based collaboration and effective teamwork. Students will apply their strengths and leadership styles to understand team dynamics and peer collaboration. Students will understand the importance of communication, including verbal and non-verbal communication, during group assignments. Students will be given multiple opportunities to develop teaming skills and organize tasks to problem solve real world issues. The performance tasks ask students to design a company

	website that helps to attract potential clients and future employees, specifically under-represented groups, into the manufacturing sector (an important industry sector in the state).
Unit 3: Thinking out of the Box (Innovation and Entrepreneurship)	Unit 3 helps students to become innovative and lead entrepreneurial projects. Students will develop innovative solutions to real-world problems and develop marketable products for a specific field. The performance task asks students to investigate innovation in a specific career field, conduct research on innovation currently occurring in the market, and to develop ideas based on a defined audience and target market.
Unit 4: Being a Cyber Citizen (Digital Citizenship)	Unit 4 helps students to understand digital citizenship. Students will become self-aware and understand what it means to be a productive, ethical citizen in both a local context and on a global scale through digital platforms. The performance tasks ask students to develop authentic responses to scenarios about the application of copyright, creating a positive digital identity, addressing cyberbullying, and managing data privacy.
Unit 5: Superheroes in My Community (Leadership and Public Service)	Unit 5 helps students to apply leadership skills through public service and discovery. Students will understand servant leadership and take steps to become good citizens. The performance tasks ask students to identify community heroes--those who are altruistic and/or in a career that helps people or shapes the community. Students will work in teams to develop and lead a service project as they engage their peers and the community to apply components of good citizenship. In the process, students will explore and understand a variety of public service-oriented careers. Students will also help to address health issues through a public health and healthcare career simulation.
Unit 6: Managing Money to Meet My Goals (Financial Literacy)	Unit 6 helps students to understand a range of financial literacy concepts to meet their personal and career goals. Students will learn the components of personal finance and financial planning including budgeting, managing credit, and setting financial goals. Students will work to develop a personal budget, finalize simulated loans, and address real-life scenarios that influence financial decision making. In the process, students will explore how their personal and career goals can affect the lifestyles they wish to lead.
Unit 7: Navigating My Career Path (Career Sectors and Pathways)	Unit 7 helps students to navigate careers and identify potential career pathways in support of their interests and goals. Students will use their understanding of their individual strengths and interests and reflect on activities and assignments throughout the course to become more self-aware and refine their early career ambitions. Students will learn about various career sectors and pathways and develop a better understanding of labor market information (e.g., high-demand careers). Students will work to develop an individualized graduation plan and early career plan, which includes high school and postsecondary coursework required to be successful, as well as other actions that need to be taken to fulfill their personal and career goals.
Unit 8: Looking Forward (Planning for Postsecondary Success)	Unit 8 helps students to understand the range of secondary and postsecondary career pathways and opportunities available to them after the completion of this course. This includes local and regional career & technical education programs, early college programs, and specialized and credential programs at the secondary level, as well as credential programs, registered apprenticeship, military, and two- and four-year degree programs at the postsecondary level.

